TABLE 4.6

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP AND URBAN AREA

Subgroup and Its Status 3 Years After Random Assigment	Program Group (%)	Control Group (%)	Difference
Teens enrolled in school at random assignment			
Cincinnati			
Ever completed high school	22.3	18.6	3.7
Ever completed GED	5.1	5.4	−0.3
Ever completed high school or GED	27.4	24.1	3.4
Sample size	452	108	
Cleveland and East Cleveland			
Ever completed high school	24.5	18.9	5.6 *
Ever completed GED	5.7	2.6	3.1 *
Ever completed high school or GED	30.2	21.5	8.6 ***
Sample size	875	210	
Columbus			
Ever completed high school	23.5	25.4	−2.0
Ever completed GED	4.0	5.6	−1.6
Ever completed high school or GED	27.5	31.1	−3.6
Sample size	382	84	
Toledo			
Ever completed high school	22.4	28.8	−6.4
Ever completed GED	4.2	3.7	0.6
Ever completed high school or GED	26.6	32.5	−5.9
Sample size	292	72	
Teens not enrolled in school at random assignment			
Cincinnati			
Ever completed high school	1.6	1.6	−0.0
Ever completed GED	7.9	5.6	2.4
Ever completed high school or GED	9.5	7.2	2.4
Sample size	351	92	
Cleveland and East Cleveland			
Ever completed high school	2.3	1.5	0.8
Ever completed GED	8.7	6.3	2.4
Ever completed high school or GED	11.0	7.8	3.3
Sample size	647	152	

(continued)

TABLE 4.6 (continued)

Subgroup and Its Status 3 Years After Random Assigment	Program Group (%)	Control Group (%)	Difference
Columbus			
Ever completed high school	2.3	4.4	−2.1
Ever completed GED	10.9	6.7	4.2
Ever completed high school or GED	13.3	11.1	2.1
Sample size	337	93	
Toledo			
Ever completed high school	1.6	2.1	−0.5
Ever completed GED	6.8	4.1	2.8
Ever completed high school or GED	8.4	6.2	2.2
Sample size	135	43	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland, Cincinnati, Columbus, and Toledo public school districts, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression−adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two−tailed t−test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE 4.7

COMPARISONS OF LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION IN CLEVELAND AND EAST CLEVELAND VS. OTHER LARGE URBAN SCHOOL DISTRICTS

	Impact of LEAP in Cleveland and East Cleveland (%)	Impact of LEAP in Other Districts (%)	Difference in Impacts
Not Adjusting for Initial Differences Across Districts in the Research Sample			
All teens			
Ever completed high school	3.2	−0.5	−3.7
Ever completed GED	3.0	1.4	−1.5
Ever completed high school or GED	6.2	1.0	−5.2 *
Sample size	1,884	2,441	
Teens enrolled in school at random assignment			
Ever completed high school	5.0	−1.1	−6.0
Ever completed GED	3.3	−0.2	−3.5 *
Ever completed high school or GED	8.3	−1.3	−9.6 **
Sample size	1,085	1,390	
Teens not enrolled in school at random assignment			
Ever completed high school	0.8	−1.1	−1.9
Ever completed GED	2.4	3.8	1.4
Ever completed high school or GED	3.2	2.7	−0.5
Sample size	799	1,051	
Adjusting for Initial Differences Across Districts in the Research Sample (a)			
All teens			
Ever completed high school	3.2	−0.5	−3.8
Ever completed GED	3.0	1.4	−1.7
Ever completed high school or GED	6.3	0.8	−5.5 *
Sample size	1,884	2,441	
Teens enrolled in school at random assignment			
Ever completed high school	4.5	−1.0	−5.5
Ever completed GED	3.5	−0.1	−3.6 *
Ever completed high school or GED	7.9	−1.2	−9.1 **
Sample size	1,085	1,390	
Teens not enrolled in school at random assignment			
Ever completed high school	1.0	−1.1	−2.1
Ever completed GED	2.5	3.6	1.1
Ever completed high school or GED	3.5	2.5	−1.0
Sample size	799	1,051	

(continued)

TABLE 4.7 (Continued)

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland, Cincinnati, Columbus, and Toledo public school districts, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "Other Large Urban School Districts" include Cincinnati, Columbus, and Toledo public school districts.

"Completed GED" refers to passing the GED test.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between LEAP's impact in Cleveland and East Cleveland and LEAP's impact in other districts. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

(a) Impacts in the lower panel are adjusted for differences across districts in the initial characteristics of the research sample. These initial characteristics include: enrollment status, ethnicity, highest grade completed, age, and number of children.

TABLE 4.8

LEAP's THREE-YEAR IMPACTS IN CLEVELAND AND EAST CLEVELAND AND IN OTHER AREAS IN THE SEVEN COUNTIES FOR THE SURVEY SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Cleveland and East Cleveland			All Seven Counties (Excluding the Cities of Cleveland and East Cleveland)		
	Program Group	Control Group	Difference	Program Group	Control Group	Difference
All teens						
Average highest grade completed	10.40	10.13	0.27 **	10.30	10.29	0.01
Ever completed grade 9 (%)	93.1	85.4	7.7 **	87.2	86.8	0.4
Ever completed grade 10 (%)	76.4	68.1	8.3 *	72.4	69.8	2.6
Ever completed grade 11 (%)	49.2	45.2	4.1	50.2	45.7	4.5
Ever completed high school (%)	23.5	16.9	6.6 *	22.7	27.3	−4.6
Ever completed GED (%)	6.6	9.7	−3.1	13.7	7.6	6.1 **
Ever completed high school or GED (%)	30.1	26.6	3.5	36.4	34.9	1.5
Currently enrolled in high school (%)	9.1	9.7	−0.6	5.9	4.7	1.2
Currently enrolled in a GED program (%)	5.5	11.8	−6.3 *	13.0	5.9	7.2 ***
Currently enrolled in high school or GED program (%)	14.7	21.5	−6.9 *	18.9	10.6	8.4 ***
Ever completed high school or GED, or currently enrolled in high school or GED program (%)	44.8	48.1	−3.4	55.3	45.5	9.9 **
Sample size	157	172		289	295	
Teens enrolled in school at random assignment						
Average highest grade completed	10.65	10.50	0.14	10.76	10.69	0.08
Ever completed grade 9 (%)	94.9	90.9	4.0	93.4	91.3	2.1
Ever completed grade 10 (%)	79.4	80.2	−0.8	82.9	78.7	4.2
Ever completed grade 11 (%)	57.2	55.9	1.3	62.8	59.3	3.5
Ever completed high school (%)	33.3	24.3	9.0 *	37.3	39.9	−2.6
Ever completed GED (%)	7.1	3.0	4.2	11.5	5.4	6.1 **
Ever completed high school or GED (%)	40.5	27.2	13.2 **	48.8	45.3	3.5

(continued)

TABLE 4.8 (continued)

Sample and Its Status 3 Years After Random Assignment	Cleveland and East Cleveland			All Seven Counties (Excluding the Cities of Cleveland and East Cleveland)		
	Program Group	Control Group	Difference	Program Group	Control Group	Difference
Currently enrolled in high school (%)	12.4	13.9	−1.5	8.4	7.4	1.1
Currently enrolled in a GED program (%)	6.2	12.0	−5.7	12.1	7.3	4.8
Currently enrolled in high school or GED program (%)	18.6	25.8	−7.2	20.5	14.6	5.9
Ever completed high school or GED, or currently enrolled in high school or GED program (%)	59.1	53.1	6.0	69.3	59.9	9.4 *
Sample size	99	99		168	161	
Teens not enrolled in school at random assignment						
Average highest grade completed	10.08	9.55	0.53 ***	9.70	9.76	−0.06
Ever completed grade 9 (%)	90.8	77.2	13.6 **	78.0	81.8	−3.8
Ever completed grade 10 (%)	72.5	50.6	21.9 ***	59.2	57.7	1.5
Ever completed grade 11 (%)	38.6	28.2	10.4	34.5	27.8	6.6
Ever completed high school (%)	10.8	3.8	7.0	4.7	9.9	−5.2
Ever completed GED (%)	2.4	21.4	−18.9 ***	16.4	10.6	5.8
Ever completed high school or GED (%)	13.2	25.1	−12.0	21.1	20.5	0.6
Currently enrolled in high school (%)	4.2	3.5	0.7	2.4	1.6	0.8
Currently enrolled in a GED program (%)	4.1	11.8	−7.8	15.0	3.6	11.5 ***
Currently enrolled in high school or GED program (%)	8.3	15.3	−7.0	17.4	5.2	12.2 ***
Ever completed high school or GED, or currently enrolled in high school or GED program (%)	21.5	40.5	−19.0 **	38.5	25.7	12.8 **
Sample size	58	73		121	134	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three−year survey.

NOTES: "Completed GED" refers to passing the GED test.

Estimates of the program−control group differences are regression−adjusted using ordinary least squares, controlling for pre−random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two−tailed t−test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

Second, the teens' option of withdrawing to prepare for the GED test was often very attractive, especially in Toledo and Columbus. Adult education programs are much more flexible than high schools, and require many fewer hours in the classroom. Moreover, in the first survey administered to the LEAP sample, respondents indicated that they felt these programs were much safer than high schools.[18] The Toledo and Columbus districts operated large-scale adult education programs, with several appealing features; many LEAP teens attended these programs. In contrast, as indicated in Chapter 2, Cleveland had a large number of GED programs operated or supported by the Cleveland public schools; none was as large as the programs in Toledo and Columbus, and LEAP teens were scattered through many of these programs throughout the city. It is quite possible that, because of the flexible school withdrawal policies and attractive adult education programs in the Toledo and Columbus school districts, more teens left school to prepare for the GED test. Some failed the test and did not return to high school, thus neither receiving a GED nor retaining the possibility of graduating from high school.

Third, the relative attractiveness of alternatives to regular high schools that led to a *high school diploma* rather than a GED was probably equally important. As noted in Chapter 2, Cleveland had many such alternatives. These included a special night school program and several alternative high schools with more flexible hours and/or strong vocational education components. The Cincinnati public school system had three such diploma-granting options to regular high school, including one that received substantial federal funding as part of a national demonstration program. In contrast, Toledo and Columbus had only one diploma-granting alternative each.

Fourth, a special demonstration project in Cleveland provided just over half the program group with special in-school and community-based services (on-site daycare, GRADS programs, on-site LEAP case management, and teen-focused GED programs) in addition to the LEAP treatment. These services significantly increased the probability that teens who attended school eventually graduated or received a GED[19] and, as a result, undoubtedly contributed to the stronger school completion impacts in Cleveland.

Fifth, there are noteworthy differences in high school and GED completion rates between districts for members of the *control group*. By definition, an impact is the *difference* between outcomes for the program and control groups. This is one reason why districts with lower control group completion rates (such as Cleveland/East Cleveland) showed larger completion impacts.[20] The differences in completion rates for the control groups probably reflect differences in the characteristics of both the teen parents and the schools in these districts.

Finally, the labor market may have lured fewer teens out of school in Cleveland than it did in the other locations. The unemployment rate in Cleveland was consistently higher than in Cincinnati and Columbus, and mostly higher than in Toledo, during the period covered by the analysis.[21]

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[18]Bloom et al., 1993, Table 7.7 (p. 151).

[19]See Long, Wood, and Kopp, 1994, for details on these services and the results of the impact analysis in Cleveland.

[20]In Cleveland/East Cleveland, where the control group's high school/GED completion rate was lowest (15.8), the impact was largest (6.2 percentage points) and statistically significant. The next lowest control group completion rate was in Cincinnati, which also recorded the next highest impact (2.8 percentage points, although not statistically significant), followed by Columbus and Toledo (where the measured program-control group difference was actually negative).

[21]U.S. Bureau of Labor Statistics, *Employment and Earnings* (January 1990-September 1994).

VI. Will LEAP's Impacts Grow in Later Years?

LEAP's impact on high school and GED completion, as measured at the end of three years of follow-up, appears to have been modest — an increase in completion rates of only about 3 percentage points. This raises the question: Will LEAP's effect on completion rates increase in subsequent years? One important factor to consider is the age of sample members at the end of the follow-up period. Specifically, are the large majority of sample members old enough to have finished high school at this point, so that LEAP should have had its full effect on high school and GED completion?

Table 4.2 presented the age distribution of school records sample members at the end of the third year of school records follow-up: 20.8 percent of sample members were 18 or younger at this point, including 28.9 percent of initially enrolled teens and 10.1 percent of those who were not initially enrolled. Table 4.2 also showed that 12.4 percent of survey sample members were 18 or younger. It is quite possible that LEAP will have an effect on the completion rates of these younger sample members (a number of whom were in school at the end of follow-up) that was not observed within the three-year follow-up period.

The next several tables attempt to address the issue of the limited duration of follow-up in two different ways. First, Tables 4.9 and 4.10 report school completion impacts for sample members who were 19 or older at the end of the three-year follow-up period. Second, Tables 4.11 and 4.12 show the impacts for an early cohort for whom an additional year of school records data is available (making the follow-up period four academic years). The vast majority of teens in this early cohort were 19 or older at the end of four years of follow-up. These two perspectives on LEAP's potential future school completion impacts will be discussed in turn.

A. Impacts Among Older Teens

Completion impacts at the end of the third year were slightly larger among those who were 19 or older at the end of this follow-up period than they were for the full sample — 3.5 versus 3.2 percentage points (compare Table 4.9 with Table 4.3). The larger impacts among those 19 or older were most pronounced for teens who were enrolled in school when they entered LEAP. For this group, the third-year impact was 3.7 percentage points, compared with 2.9 percentage points when those who had not yet turned 19 are included (compare the top panel of Table 4.10 and the middle panel of Table 4.3). Nonetheless, LEAP's effect on completion remains relatively small regardless of initial enrollment status — an impact of less than 4 percentage points for both groups.

B. Impacts for an Early Cohort

Focusing on teens who entered LEAP during the first year of random assignment — July 1989 through June 1990 — makes it possible to examine high school and GED completion impacts for an additional year. As shown in Table 4.11, the overall completion impact for this early cohort was 4.1 percentage points at the end of the fourth year, with 24.0 percent of the program group and 19.9 percent of the control group either graduating from high school or receiving a GED. (Table 4.12 presents the impacts separately for the initially enrolled and not initially enrolled subgroups.) Two-thirds of this impact (2.7 of 4.1 percentage points) was due to additional high school graduations; the remaining third was due to additional GEDs received. LEAP's impact on the early cohort was somewhat larger and more concentrated on high school graduation than it was for the full sample. However, this does not appear to have been a function of the additional year of follow-up: These differences between the early cohort and the full sample had emerged by the end of the third year. Although this evidence does not suggest that LEAP's effect on school completion will grow

TABLE 4.9

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE

TEENS 19 OR OLDER BY THE THIRD YEAR OF FOLLOW-UP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed high school			
as of June 30, year 1	8.7	7.9	0.8
as of June 30, year 2	14.1	13.0	1.1
as of June 30, year 3	15.6	14.4	1.2
Ever completed GED			
as of June 30, year 1	1.8	1.2	0.6
as of June 30, year 2	5.1	2.7	2.3 ***
as of June 30, year 3	7.7	5.4	2.3 **
Ever completed high school or GED			
as of June 30, year 1	10.5	9.1	1.4
as of June 30, year 2	19.1	15.7	3.4 **
as of June 30, year 3	23.3	19.8	3.5 **
Sample size	2,770	652	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland, Cincinnati, Columbus, and Toledo public school districts, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2" and "June 30, year 3," the second and third June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE 4.10

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP

TEENS 19 OR OLDER BY THE THIRD YEAR OF FOLLOW-UP

Subgroup and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
Teens enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	15.9	14.7	1.2
as of June 30, year 2	25.5	24.1	1.3
as of June 30, year 3	28.2	26.0	2.2
Ever completed GED			
as of June 30, year 1	1.3	1.8	-0.5
as of June 30, year 2	4.2	3.1	1.1
as of June 30, year 3	6.2	4.7	1.4
Ever completed high school or GED			
as of June 30, year 1	17.2	16.5	0.8
as of June 30, year 2	29.6	27.2	2.4
as of June 30, year 3	34.4	30.7	3.7
Sample size	1,443	317	
Teens not enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	1.1	0.8	0.3
as of June 30, year 2	1.9	1.4	0.5
as of June 30, year 3	2.1	2.3	-0.2
Ever completed GED			
as of June 30, year 1	2.3	0.7	1.6 *
as of June 30, year 2	6.0	2.3	3.7 ***
as of June 30, year 3	9.4	6.0	3.4 **
Ever completed high school or GED			
as of June 30, year 1	3.4	1.5	1.9 *
as of June 30, year 2	7.9	3.7	4.2 ***
as of June 30, year 3	11.5	8.3	3.2 *
Sample size	1,327	335	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland, Cincinnati, Columbus, and Toledo public school districts, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2" and "June 30, year 3," the second and third June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE 4.11

LEAP's FOUR-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR AN EARLY COHORT OF THE SCHOOL RECORDS SAMPLE

Sample and Its Status 4 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed high school			
as of June 30, year 1	7.5	5.3	2.2 *
as of June 30, year 2	13.3	10.9	2.3
as of June 30, year 3	16.5	14.1	2.3
as of June 30, year 4	17.7	15.0	2.7
Ever completed GED			
as of June 30, year 1	0.6	0.5	0.0
as of June 30, year 2	2.9	1.1	1.8 **
as of June 30, year 3	5.0	3.1	1.9
as of June 30, year 4	6.3	4.9	1.4
Ever completed high school or GED			
as of June 30, year 1	8.1	5.8	2.3 *
as of June 30, year 2	16.2	12.0	4.2 **
as of June 30, year 3	21.4	17.2	4.2 **
as of June 30, year 4	24.0	19.9	4.1 *
Sample size	1,618	407	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland, Cincinnati, Columbus, and Toledo public school districts, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: The early cohort of the school records sample consists of teens who were randomly assigned between July 1989 and June 1990.

"June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2," "June 30, year 3," and "June 30, year 4" the second, third, and fourth June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE 4.12

LEAP's FOUR-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR AN EARLY COHORT OF THE SCHOOL RECORDS SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP

Subgroup and Its Status 4 Years After Random Assigment	Program Group (%)	Control Group (%)	Difference
Teens enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	11.9	9.8	2.1
as of June 30, year 2	20.8	19.5	1.3
as of June 30, year 3	26.0	23.7	2.3
as of June 30, year 4	27.8	25.1	2.8
Ever completed GED			
as of June 30, year 1	0.5	0.9	-0.4
as of June 30, year 2	2.3	1.5	0.9
as of June 30, year 3	3.6	3.5	0.1
as of June 30, year 4	5.0	3.9	1.1
Ever completed high school or GED			
as of June 30, year 1	12.4	10.7	1.7
as of June 30, year 2	23.1	20.9	2.2
as of June 30, year 3	29.6	27.2	2.4
as of June 30, year 4	32.8	28.9	3.9
Sample size	974	240	
Teens not enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	0.5	0.4	0.1
as of June 30, year 2	1.5	0.2	1.3
as of June 30, year 3	1.7	1.9	-0.2
as of June 30, year 4	2.0	1.9	0.1
Ever completed GED			
as of June 30, year 1	0.6	0.0	0.6
as of June 30, year 2	3.9	0.7	3.2 **
as of June 30, year 3	7.2	2.3	4.9 **
as of June 30, year 4	8.4	5.9	2.4
Ever completed high school or GED			
as of June 30, year 1	1.1	0.4	0.7
as of June 30, year 2	5.4	0.9	4.5 **
as of June 30, year 3	8.9	4.1	4.7 **
as of June 30, year 4	10.4	7.8	2.6
Sample size	644	167	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland, Cincinnati, Columbus, and Toledo public school districts, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: The early cohort of the school records sample consists of teens who were randomly assigned between July 1989 and June 1990.

"June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2," "June 30, year 3," and "June 30, year 4" the second, third, and fourth June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

substantially in later years, it does indicate that LEAP's completion impact should persist through at least the fourth year.

As has been mentioned several times, LEAP was intended to produce a chain of impacts, beginning with high school or GED program enrollment and attendance and ending with reduced welfare receipt and increased self-sufficiency. The high school graduation impact results presented in this chapter were small and statistically not significant, whereas LEAP's impacts on high school enrollment and attendance were large and significant. What happened between the time LEAP teens attended school in significantly greater numbers and the end of the follow-up period, when their graduation rate was not appreciably higher than that of the control group? Did the LEAP teens who attended school because of the program's incentives merely put in "seat time" and fail to make academic progress? Or did these teens make progress, but not enough to complete school? The answer probably includes both explanations, as well as others, but there is solid evidence that teens did indeed make progress. As indicated in Table 4.1, LEAP had consistent, statistically significant effects on grade completion until teens reached the twelfth grade, where there was no difference. Several possible explanations for this were advanced. However, the relative importance of these and other specific explanations is a matter of speculation at this juncture.

The fact that LEAP teens made more progress in school that they would have without the program, but did not receive more diplomas, has two important implications. First, the task for LEAP is to improve the "follow through" of LEAP teens who attend school. In the special demonstration project in Cleveland, school-based services were provided to LEAP teens in half of the city's high schools, and these services significantly increased the completion rate of teens who attended school. This or other changes, such as offering a graduation bonus payment, might substantially increase LEAP's effectiveness.

Second, teens did make significant progress in school, which should be expected to improve their financial self-sufficiency. In the general population, completing one to three years of high school is associated with higher earnings, even if students do not receive their high school diploma (Levy and Murnane, 1992). The probability of a woman (age 25 to 54) being poor drops substantially if she has completed the ninth, tenth, or eleventh grade as opposed to completing only the eighth grade or less (Danziger, 1989). In addition, LEAP had a significant impact on GED receipt (based on the school records), which may also produce employment and earnings gains. For many dropouts, who will not return to regular high school, a GED may be the education credential they can most realistically attain. Still, diplomas are clearly preferable – graduating from high school would probably produce even greater earnings and a lower probability of being poor than either school grade or GED completion – and few teen parents induced by LEAP to go to school have earned them.

Finally, LEAP was much more successful in working with teens who began LEAP with an attachment to the school system than with teens whose initial attachment was weak. In Cleveland, LEAP increased the proportion of initially enrolled teens who received high school diplomas within three years from less than a quarter to a third. Across all seven counties, LEAP appears to have increased the likelihood of high school graduation by initially enrolled teens who were at or close to age-for-grade level, and substantially increased this likelihood for under-age-18 dropouts, most of whom had been out of school for less than a year. For these teens, LEAP's impact extended through high school graduation. The next chapter will assess whether it extended beyond graduation to college enrollment, employment, and welfare receipt.

CHAPTER 5

THE IMPACTS OF LEAP ON SELF-SUFFICIENCY

LEAP's designers believed that a high school diploma or GED would provide teen parents with a springboard to college, job training, employment, and ultimately reduced welfare dependence and increased family income. This chapter presents estimates of LEAP's impacts on these and other outcomes. The basis for the analysis are data from the LEAP survey administered to teens approximately three years after they were determined to be eligible for the program.

I. What Should One Expect To Find?

As discussed in Chapter 4, LEAP's overall impact on high school and GED completion was not statistically significant by the end of three years. Still, there were significant effects in some school districts and a significant impact on completion of the eleventh grade and, for initially enrolled teens, significant impacts on GED receipt. These impacts, although less substantial than what was expected, might nonetheless be expected to lead to improvement in the outcomes discussed in this chapter.

Two points should be kept in mind:

- **It is too early for LEAP to have had a sizable impact on the employment and welfare receipt of very young teens.** Even if they were enrolled in school, on grade level for their age, and attended regularly, many teens who were under the age of 16 at random assignment (13 percent of the survey sample) could not have completed high school within three years, let alone have found a job or left welfare. The same is true for many 16- or 17-year-olds who started LEAP as dropouts (15 percent of the survey sample) or who began well behind their age-for-grade level.

- **Full self-sufficiency for teens has a long lead time.** Even if the teens avoided all pitfalls (second pregnancies before graduating or receiving a GED, family crises, etc.), the average LEAP teen needed at least two and a half years from random assignment to complete high school.[1] Then, even if a teen immediately finds employment, it could easily take a year or more before she leaves welfare entirely. If she goes to college, enrolls in a job training program, or starts with part-time rather than full-time work (all of which are judged to be positive outcomes), even more time is required.

Thus, it is not possible to determine, at this juncture, the extent to which LEAP is achieving its intended full chain of effects on the teens' behavior. The final report will reexamine LEAP's success in producing this impact chain four and a half years after teens became eligible for LEAP.

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[1]As indicated in Table 2.3, the average teen in the survey sample had completed 9.5 grades when she became eligible for LEAP. Teens who pursued a GED could have received it in less than two and a half years, although, under state law, they were not supposed to attend GED preparation classes until they turned 18.

II. College and Training

A. College Enrollment

Possession of a high school diploma or GED is generally a prerequisite for attending college. Because of its expected impact on school completion, LEAP might also increase college enrollment (which, however, was not required by the program). Completing one to three years of college substantially increases the earnings prospects of women in the general population (Levy and Murnane, 1992).

Consistent with LEAP's not having had a significant overall impact on school completion, the program did not increase overall enrollment in college, which was relatively low: As shown in Table 5.1, about one in eight teens enrolled during the three-year follow-up period, and less than one in 16 were enrolled at the three-year point. LEAP had a significant impact on school completion by teens who were enrolled in high school or a GED program when they became eligible for the program (see Table 4.1), but, thus far, the program has had no significant impact on their rate of college enrollment.

As with the high school and GED completion results discussed in Chapter 4, there is a different impact story in Cleveland/East Cleveland than elsewhere. As shown in Table 5.1, the full-sample ("all teens") rates of college enrollment were not significantly different for program and control group members in or outside of Cleveland.[2]

However, as shown in the middle panel of the table, twice as many initially enrolled teens in Cleveland/East Cleveland's program group enrolled in college than did their counterparts in the control group (20.6 percent compared to 11.8 percent). The 8.8 percentage point difference was statistically significant. As shown in Table 4.8, LEAP had a significant impact on high school graduations by initially enrolled teens in Cleveland/East Cleveland, and this appears to have led to more college enrollment. Outside Cleveland/East Cleveland, however, LEAP generated more GEDs, which was not followed by more college enrollment.

B. Training

Job training can supplement or substitute for attainment of a high school diploma, GED, or college degree. Table 5.2 lists several types of employment-related training. Job clubs are group sessions, and job search assistance is supervised individual activity. Both seek to improve participants' job search skills and thereby to increase their likelihood of finding employment. Work experience programs are intended to improve job-readiness skills as well as to provide recent job experience that can be listed on a résumé. Finally, vocational and on-the-job training can improve job skills, and hence earnings. Although LEAP had no training requirements, it was expected to increase the use of vocational training in particular, because many training classes are available only to people who have received a high school diploma or GED.

As indicated in Table 5.2, LEAP did have a statistically significant impact on current enrollment in vocational training, but it was a negative effect: More than 4 percent of control group teens enrolled in training classes, compared to less than 2 percent of the program group. Almost all the other program-control group differences in the table were also negative, although not statistically

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[2]The lack of statistical significance of this and other impacts discussed in this chapter may well reflect the relatively small size of the survey sample.

TABLE 5.1

LEAP's THREE-YEAR IMPACTS ON COLLEGE ENROLLMENT FOR THE SURVEY SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP AND AREA

Sample and Its Status 3 Years After Random Assignment	Cleveland and East Cleveland			All Seven Counties (Excluding the Cities of Cleveland and East Cleveland)			All Seven Counties		
	Program Group (%)	Control Group (%)	Difference	Program Group (%)	Control Group (%)	Difference	Program Group (%)	Control Group (%)	Difference
All teens									
Ever enrolled in college	14.2	11.4	2.8	11.2	12.4	−1.3	11.8	12.5	−0.6
Currently enrolled in college	6.4	5.2	1.3	5.6	7.7	−2.2	5.7	7.0	−1.3
Sample size	157	172		289	295		446	467	
Teens enrolled in school at random assignment									
Ever enrolled in college	20.6	11.8	8.8 *	17.3	18.6	−1.3	18.0	16.6	1.4
Currently enrolled in college	8.3	5.9	2.4	8.9	11.2	−2.3	8.3	9.5	−1.2
Sample size	99	99		168	161		267	260	
Teens not enrolled in school at random assignment									
Ever enrolled in college	4.8	9.9	−5.0	4.5	3.4	1.1	4.4	5.9	−1.5
Currently enrolled in college	3.9	3.7	0.2	2.3	2.4	−0.1	2.5	3.1	−0.6
Sample size	58	73		121	134		179	207	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

TABLE 5.2

LEAP's THREE-YEAR IMPACTS ON TRAINING FOR THE SURVEY SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assigment	Program Group (%)	Control Group (%)	Difference
All Teens			
Ever in job club/job search	5.4	6.0	−0.7
Currently in job club/job search	0.3	1.0	−0.6
Ever in unpaid work experience	2.5	2.9	−0.4
Currently in unpaid work experience	0.2	0.7	−0.5
Ever in on-the-job-training	3.6	5.8	−2.2
Currently in on-the-job-training	0.7	0.2	0.4
Ever in vocational training	17.5	19.3	−1.8
Currently in vocational training	1.7	4.2	−2.4 **
Ever received a trade license	8.2	10.8	−2.6
Sample size	446	467	
Teens enrolled in school at random assignment			
Ever in job club/job search	6.0	3.8	2.2
Currently in job club/job search	0.7	1.2	−0.5
Ever in unpaid work experience	3.3	3.1	0.2
Currently in unpaid work experience	0.4	0.7	−0.3
Ever in on-the-job-training	4.1	6.6	−2.5
Currently in on-the-job-training	0.8	0.0	0.8
Ever in vocational training	20.6	21.1	−0.5
Currently in vocational training	2.1	4.7	−2.6
Ever received a trade license	9.6	12.1	−2.5
Sample size	267	260	
Teens not enrolled in school at random assignment			
Ever in job club/job search	4.5	8.7	−4.2
Currently in job club/job search	0.0	0.5	−0.5
Ever in unpaid work experience	1.1	2.9	−1.8
Currently in unpaid work experience	−0.1	0.6	−0.7
Ever in on-the-job-training	3.2	4.5	−1.3
Currently in on-the-job-training	0.7	0.4	0.3
Ever in vocational training	13.7	16.2	−2.5
Currently in vocational training	1.2	3.3	−2.0
Ever received a trade license	6.3	9.1	−2.8
Sample size	179	207	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

significant. The findings for initially enrolled teens and dropouts were essentially the same, and none of the subgroup impacts were statistically significant.

One possible reason for this result is that many county human services agencies did not permit LEAP teens to enroll in programs that offered joint GED preparation and vocational training (these were usually proprietary programs). Another is that the program group spent significantly more time than the control group enrolled in both high schools and GED programs (Bloom et al., 1993), leaving them less time for training. Both explanations suggest that, for control group teens, training substituted for school rather than supplementing it.

III. Employment and Earnings

Employment is obviously a critical link in LEAP's impact chain. The program increased academic progress, graduations (in Cleveland/East Cleveland), and GEDs (for initially enrolled teens), but, unless these effects translate into gains in employment and earnings, there is little or no hope of LEAP's achieving its long-term goals.

A. Employment

A substantial proportion of teens in the survey sample were employed during the last three months of the follow-up period, and an even larger proportion held jobs at some time during the third year. As shown in Table 5.3, 33.2 percent of the program group were employed during the three months prior to the survey, compared to 27.6 percent of the control group. The 5.5 percentage point difference was statistically significant.

As can be seen in the table, all of this impact was generated by teens who were enrolled in school at the time they became eligible for LEAP, the group that also completed a GED more often (see Table 4.1).

This impact was fairly large, given that close to a quarter of the sample was enrolled in high school, a GED program, or college at the end of the three-year follow-up period. On the other hand, most of this impact resulted from part-time rather than full-time employment. Because of the way welfare checks are calculated, such jobs generally result in only modest welfare savings.[3]

So far it appears that LEAP has had little effect on the types of jobs held, the number of hours worked, or the average wage rate received by teen parents (these findings are not shown in the table).[4] For some reason, however, twice as many teens in the program group became cashiers. The

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[3]According to federal regulations, $30 plus one-third of earnings are not counted in calculating the AFDC grant during the first four months an AFDC recipient works. Income counted in determining the amount of assistance is also reduced by $90 for work expenses, plus (for a family with two children) up to $350 per month for child care expenses during these four months and later. Beyond this disregarded income, each dollar of monthly earnings reduces the monthly AFDC grant by one dollar. Thus, a teen parent in Ohio with one child could earn over $700 per month and still be eligible to receive an AFDC grant during her first four months of work (and could earn over $400 per month after the first four months). If she had more than one child, she could earn even more than these amounts and still receive welfare. This is based on AFDC rules in place during 1993 (see U.S. House of Representatives, 1993).

[4]The average wage rates for the program and control groups were determined by dividing earnings by hours worked. Similarly, average hours worked by the two groups, cited below, were determined by dividing

(continued...)

TABLE 5.3

LEAP's THREE-YEAR IMPACTS ON EMPLOYMENT IN THE THREE MONTHS PRIOR TO THE SURVEY, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group	Control Group	Difference	Percentage Change
All teens				
Ever employed in past 3 months (%)	33.2	27.6	5.5 *	20.0%
Ever employed full time in past 3 months (%)	19.7	18.7	1.0	5.5%
Total hours worked in past 3 months	77.07	71.84	5.23	7.3%
Total earnings in past 3 months ($)	409	380	29	7.6%
Sample size	446	467		
Teens enrolled in school at random assignment				
Ever employed in past 3 months (%)	38.9	27.4	11.5 ***	42.0%
Ever employed full time in past 3 months (%)	23.6	19.6	4.0	20.4%
Total hours worked in past 3 months	86.33	73.76	12.57	17.0%
Total earnings in past 3 months ($)	461	371	90	24.3%
Sample size	267	260		
Teens not enrolled in school at random assignment				
Ever employed in past 3 months (%)	26.3	26.5	-0.1	-0.5%
Ever employed full time in past 3 months (%)	15.8	15.8	-0.1	-0.5%
Total hours worked in past 3 months	67.36	65.88	1.48	2.2%
Total earnings in past 3 months ($)	356	369	-13	-3.5%
Sample size	179	207		

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

next most common jobs among survey sample members were nurse's aides, bellhops, salespeople, and packers.

The small (and statistically not significant) impact on hours worked was driven entirely by the program's effect on the number of jobs held rather than the hours worked per job (or the combination of jobs an individual teen might have held). In other words, more teens worked as a result of LEAP, but the average number of hours worked per employed teen did not increase. Indeed, the average hours worked by the 33.2 percent of program group teens who were employed during the three months before the survey (see Table 5.3) were lower than for the employed members of the control group.

LEAP's impact on employment appears to have emerged during the last (third) year of follow-up.[5] This is not surprising, given that more program group teens were enrolled in high school or a GED program in the first two years of follow-up than control group teens. For example, in months 10 to 12 of the follow-up period, 27 percent more program group teens attended school or a GED program (or had already completed high school or received a GED) than control group teens (Bloom et al., 1993).

Finally, the impact on employment in Cleveland/East Cleveland was smaller than that found elsewhere (as shown in Table 2 of the Executive Summary, which compares impacts in Cleveland/East Cleveland to those in other places). This was true for both the full sample and the initially enrolled subgroup, whose high school graduation rate in Cleveland/East Cleveland was substantially raised by LEAP. One possible reason for this is LEAP's impact on college enrollment in Cleveland/East Cleveland (discussed above), which may mean that teens were attending college rather than working. Another reason may be that more of Cleveland/East Cleveland's impact on school completion occurred during teens' third year after becoming eligible for LEAP than in other school districts (see Appendix C, which presents year-by-year impacts on school completion for each of the urban school districts where school records were collected). Thus, since many teens were in school during most or all of the follow-up period, they had less time to find employment. This left less time in Cleveland for LEAP's school completion impact to translate into employment gains.

B. Did School Completion Lead to the Employment Impacts?

LEAP's joint impacts on school completion and employment were examined to explore whether the link between these two impacts is strong in this teenage parent sample. Table 5.4 presents LEAP's joint impacts on (1) school completion, defined as high school graduation or GED receipt by the time of the three-year survey, and (2) employment, defined as employment during the three months prior to the survey.

The table shows that LEAP had a small, statistically not significant overall effect on teens' jointly achieving these two key outcomes. However, among teens who were enrolled in school at the time of random assignment, LEAP had a larger (and statistically significant) 8.1 percentage point impact: 22.6 percent of program group members, compared to 14.5 percent of the control group, achieved both outcomes. LEAP's impact on the employment of the initially enrolled teens, when not

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[4](...continued)
hours worked by the employment rate. Earnings, hours worked, and the employment rate, which all correspond to the three months before the survey, are shown in Table 5.3.

[5]The program's employment impact estimated from an early cohort of the first LEAP survey, administered on average 14 months after random assignment, was negative.

TABLE 5.4

LEAP's THREE-YEAR IMPACTS ON EMPLOYMENT IN THE THREE MONTHS PRIOR TO THE SURVEY AND DEGREE COMPLETION AT THE TIME OF THE SURVEY, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Employed in past 3 months and has high school diploma or GED	15.8	12.8	3.0
Employed in past 3 months and does not have high school diploma or GED	17.4	14.9	2.5
Not employed in past 3 months and has high school diploma or GED	18.3	19.2	-0.9
Not employed in past 3 months and does not have high school diploma or GED	48.6	53.2	-4.6
Sample size	446	467	
Teens enrolled in school at random assignment			
Employed in past 3 months and has high school diploma or GED	22.6	14.5	8.1 **
Employed in past 3 months and does not have high school diploma or GED	16.3	12.9	3.4
Not employed in past 3 months and has high school diploma or GED	23.0	24.1	-1.1
Not employed in past 3 months and does not have high school diploma or GED	38.1	48.5	-10.4 ***
Sample size	267	260	
Teens not enrolled in school at random assignment			
Employed in past 3 months and has high school diploma or GED	7.1	9.3	-2.2
Employed in past 3 months and does not have high school diploma or GED	19.2	17.2	2.0
Not employed in past 3 months and has high school diploma or GED	11.5	12.8	-1.3
Not employed in past 3 months and does not have high school diploma or GED	62.1	60.8	1.3
Sample size	179	207	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

coupled with school completion, was small and not significant. This suggests that the program's significant effect on eleventh-grade completion may have improved the employment prospects of teens who finished only the eleventh grade, but apparently not as much as high school and GED completions.

Interestingly, the largest of the impacts shown in Table 5.4 was the reduction in the proportion of initially enrolled teens who made little or no progress toward self-sufficiency — i.e., they were neither working nor had a diploma or GED. Nearly half the teens in the control group fell into this category, compared to only 38 percent of the program group teens, a substantial improvement.

C. Earnings

As shown in Table 5.3, the program group's earnings in the three months before the survey were 7.6 percent higher than those of the control group — $409 compared to $380 — but the difference was not statistically significant. The low level of earnings by both the program and control groups partly reflects the fact that average earnings were calculated for all sample members, including those who did not work (and whose earnings were consequently counted as zero). The measured difference between the program and control groups in earnings was entirely due to teens who were in school at the time of random assignment, and who were thus more likely to receive a high school diploma or GED. For these teens, the measured program-control group difference was $90 over the three-month period. Still, this difference was not statistically significant, and was proportionately smaller than the 11.5 percentage point impact on *employment* for initially enrolled teens. This is probably due primarily to the fact that most of the employment gain was in part-time jobs.

In Cleveland/East Cleveland, where the program was more successful in inducing teens to attain their high school diplomas, the effect on earnings was no larger than in other communities. As it was across all seven counties, the earnings impact in Cleveland was not statistically significant. (These results are not shown in the table.) This may possibly reflect the fact that some LEAP teens were enrolled in college (see Table 5.1) and thus less likely to be working enough to receive substantial earnings.

IV. Welfare Receipt and Economic Well-Being

The simplest measure of LEAP's impact on teen parents' economic self-sufficiency is its success in reducing welfare receipt. However, as discussed at the outset of this chapter, self-sufficiency is a long-term goal for younger teen parents. Thus, evidence of lower AFDC receipt during the period covered by the survey provides an important, but short-term, indicator of potential longer-term success.[6] Arguably a better indicator of self-sufficiency couples lower AFDC and Food Stamp receipt with gains in earnings and other sources of income, such as child support. If AFDC and Food Stamps together become a smaller share of total income, this signals a shift from dependence on public assistance to greater reliance on earnings. If, in addition, total income increases, it is more likely that reduced welfare dependence will be sustained. The reason for this is that, were income not to increase, the typical teen parent would face the prospect of working more, but not receiving more income, which would make a return to welfare attractive.

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[6]Although the survey represented an average follow-up period of three years, the average length of *post-secondary* LEAP follow-up for school and GED completers was about one year.

A. AFDC Receipt

At the time of the survey, as shown in Table 5.5, fewer teen parents in the program group (83.3 percent) were receiving AFDC than control group teens (87.6 percent), for a 4.3 percentage point impact (statistically significant).

However, these case closure rates (16.7 percent for the program group and 12.4 percent for the control group) are much lower than those typically found for adults (see Friedlander and Burtless, 1995). There are probably many reasons, including the fact that (1) some teens were young, had young children, and were still in LEAP and were attending school at the end of the three years; (2) many teens were employed part time instead of full time (see Table 5.3), and consequently were often eligible to receive an AFDC grant (see footnote 3); and (3) some teens were still on their mother's welfare case, which could remain open even if the teen had earnings.

In addition to the program-induced drop in AFDC receipt, there was a significant, $21 reduction in the average AFDC payment in the month prior to the survey. As indicated in the table, the payment reduction was virtually identical in size for the two subgroups. However, the reasons for these effects were probably different: Dropouts received a greater number of sanctions (grant reductions) for not complying with LEAP's requirements,[7] while initially enrolled teens had somewhat more earnings.

There was no appreciable difference in welfare impacts between Cleveland/East Cleveland teens and other teens (not shown in the table). Differences may emerge later, given the concentration of LEAP's school completion and college enrollment impacts in the initially enrolled subgroup and in Cleveland and the lead time needed to translate those impacts into increased self-sufficiency.

B. Household Income

LEAP affected teens in a variety of ways that could directly or indirectly change their household income. However, through the approximately three years covered by the survey, the program neither boosted nor reduced teens' family income. As shown in Figure 5.1, the total income of households headed by or including program group members was $982 in the month before the survey; the corresponding figure for control group households was virtually identical, $977.

The story seemed to differ somewhat for the initially enrolled and dropout subgroups. AFDC benefits were reduced by virtually the same amount for the two groups. However, the loss to initially enrolled teens appears to have resulted from and been offset by increased earnings. The loss to the dropouts was caused in part by AFDC grant reductions due to LEAP sanctions, which were discussed in Chapter 3. Out-of-school program group members received many more sanctions than initially enrolled teens during the time covered by the survey. Teens whose grants were reduced by sanctions were eligible to receive more Food Stamps, and the teens reported that they did receive more. This probably explains why dropouts in the program group received more Food Stamps, and contributes to their significantly higher total income (see the note to Figure 5.1).

A substantial portion of the household income shown in Figure 5.1 falls in the "other income" category, which includes such sources as child support (discussed below), other forms of public

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[7]More than two-thirds of the teens were no longer eligible for LEAP at the time of the survey, but the teens who *were* still eligible received many sanctions. As discussed in Chapter 3, and shown in Appendix Figure B.1, sanctions were frequent for LEAP teens in Cleveland in months 19 to 49 following random assignment.

TABLE 5.5

LEAP's THREE-YEAR IMPACTS ON AFDC RECEIPT FOR THE SURVEY SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group	Control Group	Difference	Percentage Change
All teens				
Received any AFDC in the past:				
year (%)	92.3	92.1	0.2	0.2%
6 months (%)	90.2	92.0	-1.8	-1.9%
3 months (%)	87.5	90.1	-2.5	-2.8%
Currently receiving AFDC (%)	83.3	87.6	-4.3 *	-4.9%
Average total AFDC received in the past year ($)	3,205	3,321	-116	-3.5%
Average number of months receiving AFDC in the past year	9.92	10.30	-0.38	-3.7%
Average total AFDC received in the past month ($)	268	289	-21 **	-7.3%
Sample size	446	467		
Teens enrolled in school at random assignment				
Received any AFDC in the past:				
year (%)	92.7	91.0	1.7	1.8%
6 months (%)	90.0	91.4	-1.4	-1.6%
3 months (%)	87.7	89.2	-1.5	-1.7%
Currently receiving AFDC (%)	82.6	87.1	-4.6	-5.3%
Average total AFDC received in the past year ($)	3,127	3,213	-86	-2.7%
Average number of months receiving AFDC in the past year	9.78	10.03	-0.25	-2.5%
Average total AFDC received in the past month ($)	264	287	-23	-8.0%
Sample size	267	260		
Teens not enrolled in school at random assignment				
Received any AFDC in the past:				
year (%)	91.5	93.8	-2.4	-2.5%
6 months (%)	90.2	93.0	-2.9	-3.1%
3 months (%)	86.8	91.6	-4.7	-5.2%
Currently receiving AFDC (%)	83.6	89.1	-5.5	-6.2%
Average total AFDC received in the past year ($)	3,325	3,453	-128	-3.7%
Average number of months receiving AFDC in the past year	10.10	10.67	-0.56	-5.3%
Average total AFDC received in the past month ($)	272	293	-21	-7.2%
Sample size	179	207		

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

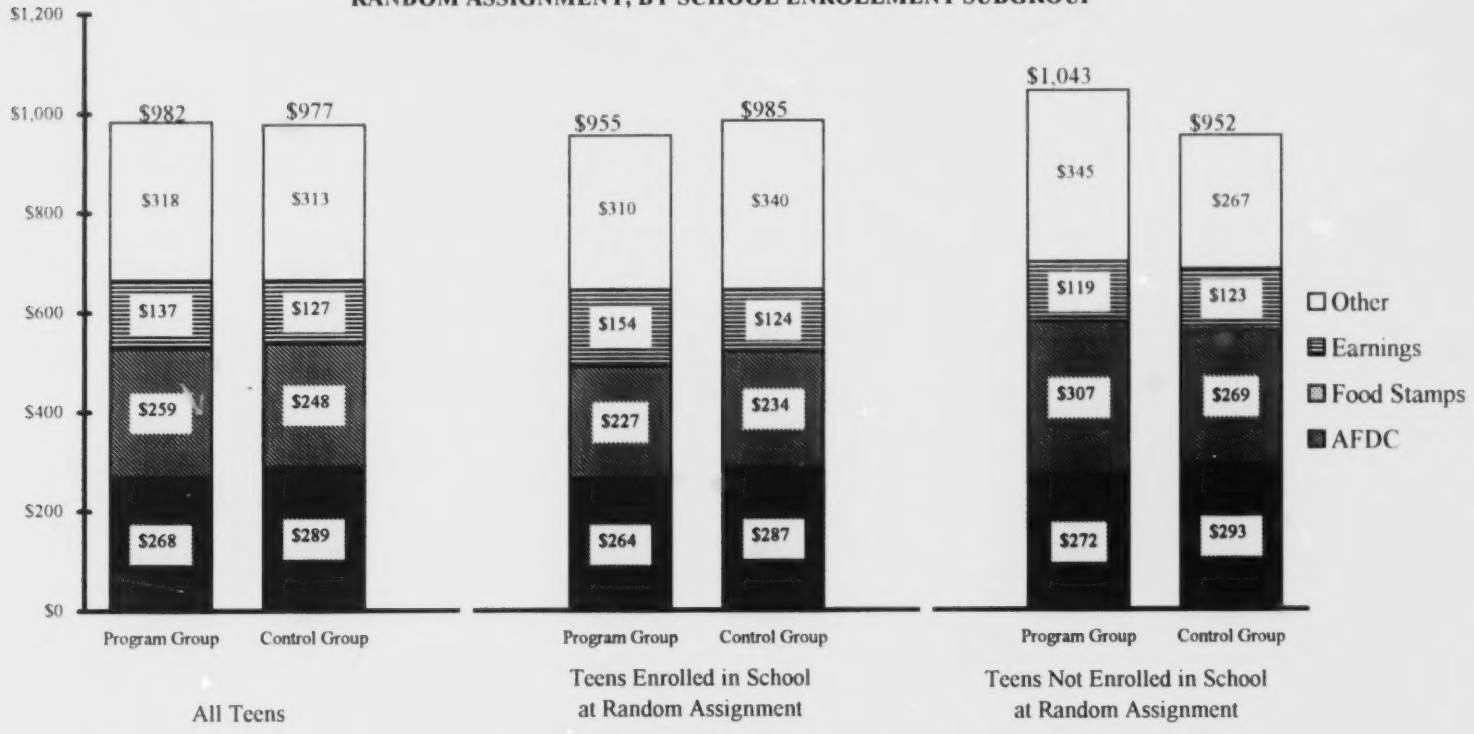
NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

FIGURE 5.1

COMPONENTS OF MONTHLY INCOME FOR THE LEAP SURVEY SAMPLE THREE YEARS AFTER RANDOM ASSIGNMENT, BY SCHOOL ENROLLMENT SUBGROUP



SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTE: Total income amounts for the full survey sample and the "enrolled" and "not enrolled" subgroups were derived by combining information from different LEAP survey questions (regarding AFDC, Food Stamps, earnings, and other income). A test of the statistical significance of the difference between the program group and the control group was not conducted for this composite measure of total income. However, the LEAP survey also included a summary question about total household income. The composite and summary measures proved to be very close (with the former being 6 to 11 percent higher than the latter). A test of the significance of the difference between the program group and the control group was conducted of the summary measure; the difference between the two groups was statistically significant only for the "not enrolled" subgroup (*p* -value, the probability that average outcomes are different only because of random error, is .0616).

assistance (such as Unemployment Insurance), and earnings and public assistance received by other household members. This serves as a reminder that teens' AFDC grants and earnings are often not their only sources of income.

The findings suggest that LEAP did promote movement toward short-term self-sufficiency. There was a significant increase in enrollment (and a corresponding, but not significant, increase in earnings) and a significant reduction in AFDC. These results suggest less dependence on public assistance and more reliance on employment. However, overall income did not change appreciably, which diminishes one's confidence that this increased self-sufficiency will last beyond the time period covered by the survey.

This pattern of program effects — increased employment, reduced welfare, and little or no net change in income — has also been observed in the Teenage Parent Demonstration (Maynard, Nicholson, and Rangarajan, 1993) as well as numerous programs serving adults (see, e.g., Kemple, Friedlander, and Fellerath, 1995; Friedlander and Hamilton, 1993; Friedlander et al., 1985). These programs, while generating modest or no gains for welfare recipients, have often produced large net savings for federal and state government treasuries.

C. Child Support

The survey data (not shown in tables) suggest that LEAP did not affect the probability of a teen parent's receiving child support from the father of her children. However, the size of the average monthly child support payment to program group teens, $111, was 50 percent higher than the average $74 payment to control group members, which is consistent with the fact that LEAP survey respondents who were sanctioned reported seeking higher child support payments (see Chapter 3). As a result, the average amount of child support, across all teens in the survey sample, was higher for the program group than for the control group ($8 versus $5).

V. Family Composition

An important pitfall on the road to self-sufficiency is bearing additional children without gaining additional financial and social support from their fathers. This event reduces the likelihood of school completion, makes entry into the labor market and then maintaining stable employment more difficult (because of child care needs), and increases the financial needs of the family without appreciably changing its financial resources. No significant differences in either childbirth or marriage were found during the three years covered by the survey.

A. Marriage and Births

As indicated in Table 5.6, LEAP has not had a statistically significant effect on marriage. Only 9.4 percent of the program group and 8.4 percent of the control group were married at the time of the survey (see the top panel of the table); nor did LEAP have a significant effect on marriage for initially enrolled teens or dropouts.

LEAP also had no effect on repeat births during the last year of follow-up. However, there is some evidence of a potential longer-term effect: As shown in Table 5.6, the overall impact on whether teens were pregnant at the time of the survey interview was 3.6 percentage points and barely missed being statistically significant (it was significant at the .105 level). Moreover, the impact on the out-of-school subgroup was large (7.5 percentage points) and significant.

TABLE 5.6

LEAP's THREE-YEAR IMPACTS ON MARRIAGE, PREGNANCIES, AND BIRTHS AT THE TIME OF THE SURVEY, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group	Control Group	Difference
All teens			
Currently pregnant (%)	10.3	13.9	-3.6
Has given birth to a child in the last year (%)	26.7	25.7	1.1
Age of youngest child in months (a)	25.57	26.38	-0.81
Currently married (%)	9.4	8.4	0.9
Sample size	446	467	
Teens enrolled in school at random assignment			
Currently pregnant (%)	11.9	13.1	-1.2
Has given birth to a child in the last year (%)	24.7	22.3	2.4
Age of youngest child in months (a)	26.71	27.66	-0.95
Currently married (%)	7.2	7.6	-0.5
Sample size	267	260	
Teens not enrolled in school at random assignment			
Currently pregnant (%)	7.6	15.2	-7.5 **
Has given birth to a child in the last year (%)	28.8	30.6	-1.8
Age of youngest child in months (a)	24.73	24.05	0.68
Currently married (%)	12.1	9.8	2.3
Sample size	179	207	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

(a) This outcome measure excludes a small fraction of the sample who reported having no children.

B. Economic Prospects and Out-of-Wedlock Children

LEAP's financial incentive structure would not be expected to have a direct impact on childbearing. Any effect would be indirect and would take time to unfold. The specific hypothesis is that if LEAP increases the probability that teens complete school (or make substantial academic progress) and consequently improves their labor market prospects, teens would have fewer children. An economist would attribute this indirect effect on pregnancies to higher "opportunity costs,"[8] and a psychologist might point to teens' improved stability and self-concept.

The fact that most of the measured impact on current pregnancy was concentrated on dropouts suggests that the program's potential long-term impact on childbirth is not associated with its direct impact on school completion, because LEAP had no impact on completion for this subgroup. However, better evidence can be obtained by assessing LEAP's joint impact on school completion and childbearing, which is presented in Table 5.7. Childbearing has been defined as having given birth out of wedlock during the year before the survey; this is done because childbearing with a present spouse does not necessarily reduce the likelihood of self-sufficiency (the presence of a father or stepfather indicates possible financial and caregiving support).

As indicated in the table, LEAP significantly reduced the proportion of teens who failed to complete high school or a GED and gave birth to an out-of-wedlock child during the last year before the survey. As indicated in Chapter 1, the prospect of self-sufficiency for a single mother who does not complete school is dim; it is even dimmer if she bears other children without financial support from a spouse. This program effect is consequently noteworthy.

However, unlike LEAP's joint effect on school completion and employment (see Table 5.4), this joint effect is driven primarily by the impact on dropouts: 24.6 percent of dropouts in the program did not complete school and had out-of-wedlock children, compared to 33.8 percent of dropouts in the control group, a significant difference of 9.2 percentage points. Moreover, the largest impact reported in Table 5.7 is the much larger proportion of dropouts in the program group who did not finish school and who also did not have an out-of-wedlock birth in the last year of follow-up.

VI. Self-Sufficiency and LEAP's Impacts to Date

LEAP was intended to produce a chain of impacts, starting with increased school enrollment and culminating in reduced welfare dependence. For the full sample, LEAP has generated some of the impacts (statistically significant effects on high school and GED program enrollment and attendance, high school grade completion, employment, and welfare receipt), but not others (high school graduation, GED attainment, earnings, and income). Since the analysis is based on only three years of follow-up, the impact chain may eventually become more developed. At this point, however, it is too early to draw a conclusion. The final report, which will follow virtually all teens into their twenties, will reassess LEAP's impacts based on longer follow-up.

LEAP's partial success in producing the intended impacts was almost entirely due to its accomplishments with teens who were already enrolled in school at the time they were determined to

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[8]A young woman whose labor market prospects have improved can earn more. Thus she gives up the "opportunity" of gaining more income if she has a child. (Time that could have been devoted to employment is instead devoted to childbirth and child care.)

TABLE 5.7

LEAP's IMPACTS ON OUT-OF-WEDLOCK BIRTHS IN THE YEAR PRIOR TO THE SURVEY AND DEGREE COMPLETION AT THE TIME OF THE SURVEY, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
No out-of-wedlock births in the past year and has high school diploma or GED	24.9	24.4	0.5
No out-of-wedlock births in the past year and does not have high school diploma or GED	43.1	40.4	2.7
Out-of-wedlock births in the past year and has high school diploma or GED	9.1	7.5	1.6
Out-of-wedlock births in the past year and does not have high school diploma or GED	22.8	27.6	-4.8 *
Sample size	446	467	
Teens enrolled in school at random assignment			
No out-of-wedlock births in the past year and has high school diploma or GED	34.2	30.2	4.0
No out-of-wedlock births in the past year and does not have high school diploma or GED	33.5	37.9	-4.4
Out-of-wedlock births in the past year and has high school diploma or GED	11.3	8.3	3.0
Out-of-wedlock births in the past year and does not have high school diploma or GED	20.9	23.5	-2.6
Sample size	267	260	
Teens not enrolled in school at random assignment			
No out-of-wedlock births in the past year and has high school diploma or GED	12.5	15.7	-3.2
No out-of-wedlock births in the past year and does not have high school diploma or GED	56.8	44.1	12.7 **
Out-of-wedlock births in the past year and has high school diploma or GED	6.1	6.3	-0.2
Out-of-wedlock births in the past year and does not have high school diploma or GED	24.6	33.8	-9.2 *
Sample size	179	207	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: In this table, a birth is defined as "out-of-wedlock" if the mother was (1) unmarried at the time of the survey, and (2) gave birth during the prior year or was pregnant at the time of the survey.

Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; and * = 10 percent.

be eligible for the program. For this group, LEAP generated a significant impact on combined high school and GED completion as well as GED receipt alone. Moreover, the impact on employment was substantial in addition to being statistically significant.

LEAP's limited impacts may in part reflect the program's immaturity at the time sample members were eligible for the program. As indicated in Chapter 3, the operation of LEAP's incentive structure has improved over time. In addition, the program now enrolls teens sooner after they become eligible, which means that teens are more likely to first encounter LEAP's incentives before they have fallen far behind their age-for-grade level or have dropped out of school. However, it is not clear that LEAP's financial incentives, by themselves, are capable of producing dramatic changes for the eligible teen population as a whole. The incentives have been effective in increasing the combined measure of high school or GED completion by initially enrolled teens, as opposed to dropouts, and most effective for enrolled teens who started LEAP at or close to their age-for-grade level. Moreover, the results in Cleveland/East Cleveland suggest that the program's impact on high school completion for initially enrolled teens might be increased using services provided in high schools. This might also increase LEAP's impact on employment and welfare dependence, although Cleveland's substantial impacts on high school completion by initially enrolled teens have not yet translated into employment and welfare impacts that are greater than in other locations.

However, for dropouts – particularly those who were beyond the age range when teenagers in the general population typically go to school – the incentives were simply ineffective. Modest changes in or additions to LEAP might not improve its performance with this group, which may require greater changes in LEAP, the welfare system, or the public schools.

APPENDIX A

SUPPLEMENTAL TABLES TO CHAPTER 2

TABLE A.1

SELECTED CHARACTERISTICS OF TEENS IN THE LEAP RESEARCH SAMPLE AT THE TIME OF RANDOM ASSIGNMENT, BY SCHOOL ENROLLMENT STATUS

Characteristic at Random Assignment	Full Sample	School Enrollment Status at Random Assignment			
				Out of School	
		Enrolled in School (a)	Out of School	Less Than 1 Year	At Least 1 Year
Age in years (%)					
15 or less	12.5	18.4	4.9	8.4	2.0
16	20.1	24.7	14.3	20.6	8.9
17	33.9	33.8	34.0	34.9	33.2
18	27.9	20.8	37.2	32.3	41.3
19	5.5	2.3	9.7	3.8	14.6
Average age in years	17.39	17.07	17.81	17.50	18.07
Female (%)	98.9	99.1	98.7	98.8	98.6
Schooling status (%)					
Enrolled in high school, junior high, or GED	56.6	100.0	n/a	n/a	n/a
Out of school	43.4	n/a	100.0	100.0	100.0
Out of school for 2 years or more (%)	9.7	n/a	22.2	n/a	40.8
Average number of months since last attended school (non–enrolled teens only)	15.89	n/a	15.89	6.05	24.08
Average highest grade completed	9.46	9.60	9.28	9.47	9.12
AFDC case status (%)					
Head of own AFDC case	49.0	35.7	66.2	54.5	75.9
On parent's AFDC case	44.9	57.9	28.0	38.4	19.4
On another's AFDC case	6.1	6.4	5.8	7.1	4.7
Ethnicity (%)					
Black	65.3	76.1	51.2	63.0	41.4
White	31.8	22.0	44.7	33.8	53.7
Hispanic	2.3	1.4	3.4	2.7	3.9
Other	0.6	0.6	0.7	0.5	0.9

(continued)

TABLE A.1 (continued)

Characteristic at Random Assignment	Full Sample	School Enrollment Status at Random Assignment			
		Enrolled in School (a)	Out of School	Out of School	
				Less Than 1 Year	At Least 1 Year
Marital status (%)					
Single, never married	93.9	97.1	89.7	93.3	86.7
Currently married	4.0	2.3	6.2	5.3	7.0
Divorced, separated, or widowed	2.1	0.6	4.1	1.5	6.3
Number of children (%)					
0	10.1	12.5	7.1	9.4	5.2
1	79.0	81.3	76.1	78.1	74.4
2 or more	10.9	6.2	16.9	12.5	20.5
Average number of children	1.02	0.94	1.12	1.04	1.18
Average age of youngest child in months (b)	9.39	9.18	9.65	7.96	10.97
Average age of oldest child in months (b)	11.70	10.51	13.14	10.63	15.12
Received any earnings during the prior 12 months (%)	13.5	14.3	12.6	12.5	12.7
County (%)					
Cuyahoga	39.2	39.4	38.9	41.1	37.0
Franklin	19.6	17.9	21.8	17.9	25.1
Hamilton	20.7	20.2	21.4	21.8	21.1
Lawrence	1.4	1.5	1.4	1.0	1.7
Lucas	10.5	12.3	8.2	9.7	6.9
Muskingum	1.8	2.0	1.5	1.5	1.4
Stark	6.8	6.7	6.9	6.9	6.8
Sample size	5,575	3,155	2,420	1,100	1,320

SOURCE: MDRC calculations using data from Teen Parent Information Sheets.

NOTES: A total of 7,017 teens were randomly assigned in the seven Tier 1 counties. The sample for this table (5,575 teens) excludes the 1,442 "older" teens, as discussed in Chapter 2 and depicted in Figure 2.2.

N/a means that data are not applicable.

(a) Enrollment is defined as attending high school, junior high school, or GED classes at the time of random assignment.

(b) Excludes approximately 700 teens who reported having no children at the time of random assignment or for whom birthdate information for their children was incomplete.

TABLE A.2

SELECTED CHARACTERISTICS OF TEENS IN THE LEAP RESEARCH SAMPLE AT THE TIME OF RANDOM ASSIGNMENT, BY AGE

Characteristic at Random Assignment	Full Sample	Age				
		15 or Under	16	17	18	19
Female (%)	98.9	100.0	99.3	99.2	98.5	95.8
Schooling status (%)						
Enrolled in high school, junior high, or GED	56.6	83.1	69.3	56.5	42.2	23.7
Out of school less than 1 year	19.7	13.2	20.2	20.3	22.8	13.6
Out of school at least 1 year but less than 2	14.0	3.4	7.2	15.1	19.0	30.8
Out of school 2 years or more	9.7	0.3	3.3	8.0	16.0	31.8
Average number of months since last attended school (non-enrolled teens only)	15.89	7.48	10.90	14.87	17.54	24.67
Average highest grade completed	9.46	8.08	9.03	9.68	10.01	10.00
AFDC case status (%)						
Head of own AFDC case	49.0	8.3	19.3	42.5	87.3	94.5
On parent's AFDC case	44.9	83.4	72.0	50.9	9.5	1.3
On another's AFDC case	6.1	8.3	8.6	6.6	3.1	4.2
Ethnicity (%)						
Black	65.3	77.8	71.8	66.6	56.6	49.4
White	31.8	19.8	25.3	30.2	40.6	48.7
Hispanic	2.3	2.1	2.4	2.4	2.2	1.0
Other	0.6	0.3	0.5	0.8	0.6	1.0
Marital status (%)						
Single, never married	93.9	98.4	96.1	92.6	92.9	89.0
Currently married	4.0	1.1	2.8	4.7	4.7	6.8
Divorced, separated, or widowed	2.1	0.4	1.2	2.7	2.4	4.2
Number of children (%)						
0	10.1	18.3	11.2	7.8	8.5	10.1
1	79.0	78.4	81.3	80.6	77.5	69.8
2 or more	10.9	3.3	7.5	11.5	14.0	20.1

(continued)

TABLE A.2 (continued)

Characteristic at Random Assignment	Full Sample	Age				
		15 or Under	16	17	18	19
Average number of children	1.02	0.85	0.97	1.05	1.07	1.14
Average age of youngest child in months (a)	9.39	6.19	7.86	10.58	10.02	10.62
Average age of oldest child in months (a)	11.70	6.63	9.19	12.91	13.23	15.32
Received any earnings during the prior 12 months (%)	13.5	9.9	12.0	14.4	15.2	14.0
County (%)						
Cuyahoga	39.2	38.4	35.9	38.9	42.3	39.3
Franklin	19.6	21.1	23.5	18.7	16.3	24.0
Hamilton	20.7	22.2	21.7	19.6	20.7	20.5
Lawrence	1.4	1.1	0.8	1.5	1.6	2.9
Lucas	10.5	10.9	10.8	12.5	8.7	5.8
Muskingum	1.8	0.6	1.7	2.1	1.8	2.3
Stark	6.8	5.7	5.6	6.6	8.6	5.2
Sample size	5,575	698	1,123	1,889	1,557	308

SOURCE: MDRC calculations using data from Teen Parent Information Sheets.

NOTES: A total of 7,017 teens were randomly assigned in the seven Tier 1 counties. The sample for this table (5,575 teens) excludes the 1,442 "older" teens, as discussed in Chapter 2 and depicted in Figure 2.2.

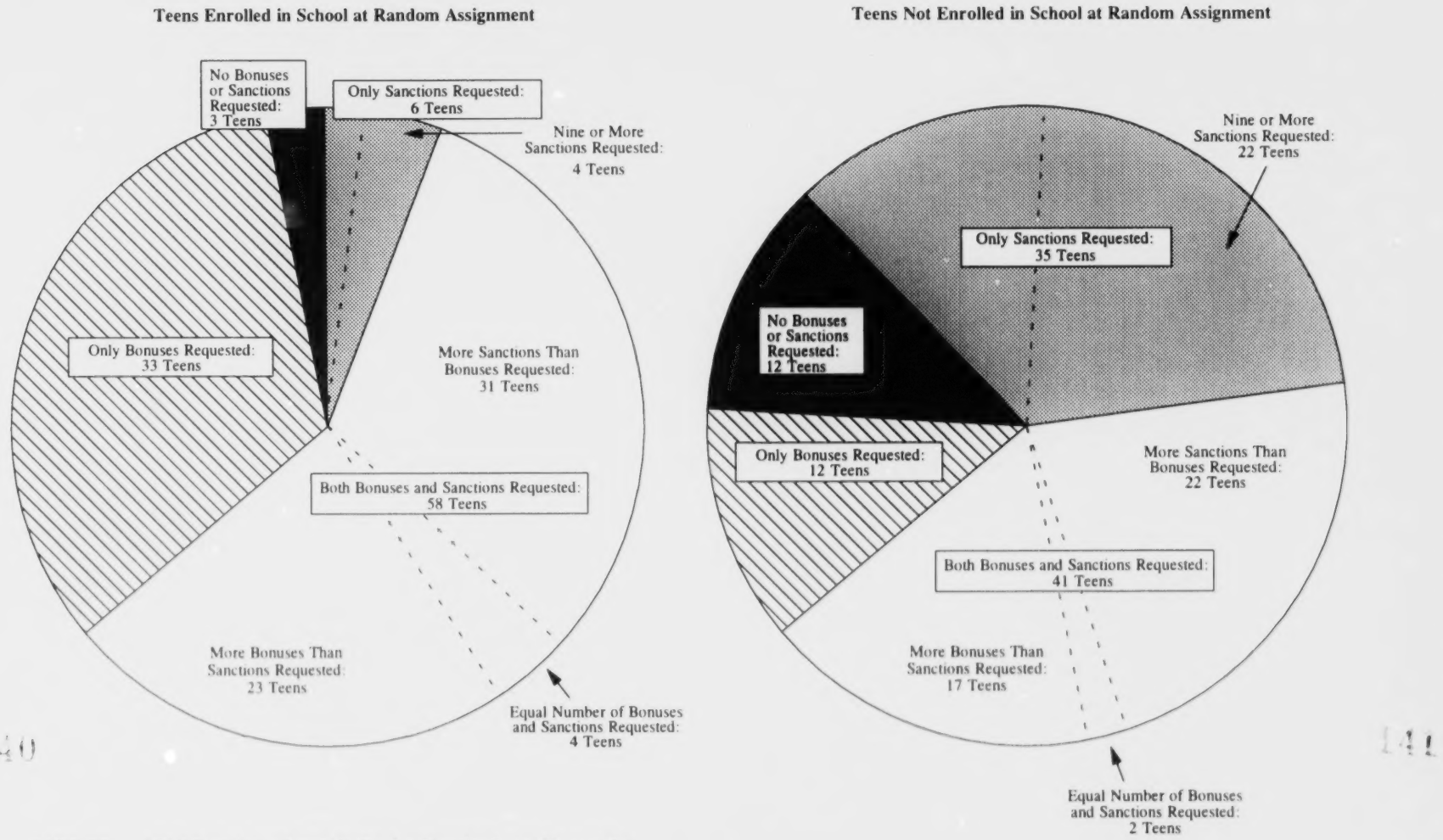
(a) Excludes approximately 700 teens who reported having no children at the time of random assignment or for whom birthdate information for their children was incomplete.

APPENDIX B

SUPPLEMENTAL FIGURE TO CHAPTER 3

FIGURE B.1

GRANT ADJUSTMENT REQUESTS FOR 100 TYPICAL LEAP TEENS IN CLEVELAND, BY SCHOOL ENROLLMENT STATUS AT RANDOM ASSIGNMENT


Teens Enrolled in School at Random Assignment
No Bonuses or Sanctions Requested: 3 Teens
Only Sanctions Requested: 6 Teens
Nine or More Sanctions Requested: 4 Teens
Only Bonuses Requested: 33 Teens
More Sanctions Than Bonuses Requested: 31 Teens
Both Bonuses and Sanctions Requested: 58 Teens
More Bonuses Than Sanctions Requested: 23 Teens
Equal Number of Bonuses and Sanctions Requested: 4 Teens
Teens Not Enrolled in School at Random Assignment
Nine or More Sanctions Requested: 22 Teens
Only Sanctions Requested: 35 Teens
No Bonuses or Sanctions Requested: 12 Teens
Only Bonuses Requested: 12 Teens
More Sanctions Than Bonuses Requested: 22 Teens
Both Bonuses and Sanctions Requested: 41 Teens
More Bonuses Than Sanctions Requested: 17 Teens
Equal Number of Bonuses and Sanctions Requested: 2 Teens

SOURCE: MDRC review of records for the Cleveland casefile sample.

NOTE: Depending on the date of random assignment, follow-up ranged from 26 to 49 months. At the end of the follow-up, 19 percent of the teens were still eligible for LEAP.

APPENDIX C

SUPPLEMENTAL TABLES TO CHAPTER 4

TABLE C.1

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE IN CINCINNATI, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed high school			
as of June 30, year 1	6.4	5.8	0.6
as of June 30, year 2	10.4	8.3	2.1
as of June 30, year 3	13.1	11.4	1.6
Ever completed GED			
as of June 30, year 1	1.4	1.7	−0.3
as of June 30, year 2	3.9	3.7	0.2
as of June 30, year 3	6.4	5.3	1.1
Ever completed high school or GED			
as of June 30, year 1	7.8	7.5	0.3
as of June 30, year 2	14.3	12.0	2.3
as of June 30, year 3	19.5	16.7	2.8
Sample size	803	200	
Teens enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	10.8	10.2	0.6
as of June 30, year 2	17.6	13.3	4.3
as of June 30, year 3	22.3	18.6	3.7
Ever completed GED			
as of June 30, year 1	1.1	2.8	−1.7
as of June 30, year 2	3.1	4.6	−1.5
as of June 30, year 3	5.1	5.4	−0.3
Ever completed high school or GED			
as of June 30, year 1	11.9	13.0	−1.1
as of June 30, year 2	20.7	17.9	2.8
as of June 30, year 3	27.4	24.1	3.4
Sample size	452	108	
Teens not enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	0.6	0.8	−0.1
as of June 30, year 2	1.3	1.7	−0.4
as of June 30, year 3	1.6	1.6	−0.0
Ever completed GED			
as of June 30, year 1	1.9	0.3	1.7
as of June 30, year 2	4.9	3.2	1.7
as of June 30, year 3	7.9	5.6	2.4

(continued)

TABLE C.1 (continued)

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
Ever completed high school or GED			
as of June 30, year 1	2.6	1.1	1.5
as of June 30, year 2	6.1	4.9	1.3
as of June 30, year 3	9.5	7.2	2.4
Sample size	351	92	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cincinnati public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2" and "June 30, year 3," the second and third June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE C.2

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE IN CLEVELAND AND EAST CLEVELAND, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed high school			
as of June 30, year 1	7.5	5.0	2.4 *
as of June 30, year 2	12.6	10.6	2.0
as of June 30, year 3	15.0	11.6	3.4 *
Ever completed GED			
as of June 30, year 1	1.5	0.9	0.6
as of June 30, year 2	4.2	2.5	1.7
as of June 30, year 3	7.0	4.2	2.8 **
Ever completed high school or GED			
as of June 30, year 1	9.0	5.9	3.0 **
as of June 30, year 2	16.8	13.0	3.8 *
as of June 30, year 3	22.0	15.8	6.2 ***
Sample size	1,522	362	
Teens enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	12.5	8.4	4.1 *
as of June 30, year 2	20.4	17.5	2.9
as of June 30, year 3	24.5	18.9	5.6 *
Ever completed GED			
as of June 30, year 1	1.3	0.7	0.6
as of June 30, year 2	3.9	2.0	1.9
as of June 30, year 3	5.7	2.6	3.1 *
Ever completed high school or GED			
as of June 30, year 1	13.8	9.1	4.7 **
as of June 30, year 2	24.2	19.5	4.8
as of June 30, year 3	30.2	21.5	8.6 ***
Sample size	875	210	
Teens not enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	0.8	0.1	0.7
as of June 30, year 2	2.1	0.8	1.3
as of June 30, year 3	2.3	1.5	0.8
Ever completed GED			
as of June 30, year 1	1.8	0.9	0.9
as of June 30, year 2	4.7	3.0	1.7
as of June 30, year 3	8.7	6.3	2.4

(continued)

TABLE C.2 (continued)

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
Ever completed high school or GED			
as of June 30, year 1	2.6	1.0	1.6
as of June 30, year 2	6.8	3.8	3.0
as of June 30, year 3	11.0	7.8	3.3
Sample size	647	152	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Cleveland public school district, graduation data from the East Cleveland public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2" and "June 30, year 3," the second and third June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE C.3

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE IN COLUMBUS, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed high school			
as of June 30, year 1	6.2	7.4	−1.2
as of June 30, year 2	11.5	11.3	0.2
as of June 30, year 3	13.5	14.6	−1.1
Ever completed GED			
as of June 30, year 1	1.8	−0.1	1.9 *
as of June 30, year 2	5.4	0.7	4.6 ***
as of June 30, year 3	7.4	5.6	1.8
Ever completed high school or GED			
as of June 30, year 1	8.1	7.4	0.7
as of June 30, year 2	16.9	12.1	4.8 *
as of June 30, year 3	20.9	20.2	0.7
Sample size	719	177	
Teens enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	10.4	13.5	−3.1
as of June 30, year 2	19.9	21.5	−1.7
as of June 30, year 3	23.5	25.4	−2.0
Ever completed GED			
as of June 30, year 1	0.8	0.0	0.8
as of June 30, year 2	2.6	0.3	2.3
as of June 30, year 3	4.0	5.6	−1.6
Ever completed high school or GED			
as of June 30, year 1	11.2	13.5	−2.4
as of June 30, year 2	22.4	21.8	0.6
as of June 30, year 3	27.5	31.1	−3.6
Sample size	382	84	
Teens not enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	1.8	1.0	0.7
as of June 30, year 2	2.4	1.0	1.3
as of June 30, year 3	2.3	4.4	−2.1
Ever completed GED			
as of June 30, year 1	3.0	−0.1	3.1 *
as of June 30, year 2	8.4	1.8	6.6 **
as of June 30, year 3	10.9	6.7	4.2

(continued)

TABLE C.3 (continued)

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
Ever completed high school or GED			
as of June 30, year 1	4.8	0.9	3.9 *
as of June 30, year 2	10.8	2.9	7.9 **
as of June 30, year 3	13.3	11.1	2.1
Sample size	337	93	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Columbus public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2" and "June 30, year 3," the second and third June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE C.4

LEAP's THREE-YEAR IMPACTS ON HIGH SCHOOL AND GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE IN TOLEDO, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed high school			
as of June 30, year 1	7.0	9.7	-2.7
as of June 30, year 2	12.7	15.4	-2.7
as of June 30, year 3	15.6	19.3	-3.6
Ever completed GED			
as of June 30, year 1	0.6	2.8	-2.2 *
as of June 30, year 2	3.1	3.2	-0.1
as of June 30, year 3	4.9	4.5	0.3
Ever completed high school or GED			
as of June 30, year 1	7.6	12.5	-4.9 *
as of June 30, year 2	15.8	18.7	-2.8
as of June 30, year 3	20.5	23.8	-3.3
Sample size	427	115	
Teens enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	10.0	13.8	-3.8
as of June 30, year 2	18.2	23.4	-5.2
as of June 30, year 3	22.4	28.8	-6.4
Ever completed GED			
as of June 30, year 1	0.3	2.9	-2.6 **
as of June 30, year 2	2.6	3.3	-0.7
as of June 30, year 3	4.2	3.7	0.6
Ever completed high school or GED			
as of June 30, year 1	10.3	16.7	-6.4 *
as of June 30, year 2	20.8	26.7	-5.9
as of June 30, year 3	26.6	32.5	-5.9
Sample size	292	72	
Teens not enrolled in school at random assignment			
Ever completed high school			
as of June 30, year 1	0.7	2.4	-1.7
as of June 30, year 2	0.7	2.4	-1.7
as of June 30, year 3	1.6	2.1	-0.5
Ever completed GED			
as of June 30, year 1	1.5	2.4	-1.0
as of June 30, year 2	4.8	1.4	3.4
as of June 30, year 3	6.8	4.1	2.8

(continued)

TABLE C.4 (continued)

Sample and Its Status 3 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
Ever completed high school or GED			
as of June 30, year 1	2.2	4.8	−2.6
as of June 30, year 2	5.5	3.8	1.7
as of June 30, year 3	8.4	6.2	2.2
Sample size	135	43	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets, automated school records from the Toledo public school district, and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2" and "June 30, year 3," the second and third June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression−adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two−tailed t−test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE C.5

LEAP's FOUR-YEAR IMPACTS ON GED COMPLETION FOR THE SCHOOL RECORDS SAMPLE, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 4 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed GED			
as of June 30, year 1	1.5	1.1	0.3
as of June 30, year 2	4.3	2.5	1.8 **
as of June 30, year 3	6.7	4.6	2.1 **
as of June 30, year 4	8.4	6.1	2.3 **
Sample size	3,471	854	
Teens enrolled in school at random assignment			
Ever completed GED			
as of June 30, year 1	1.0	1.4	-0.4
as of June 30, year 2	3.3	2.4	0.9
as of June 30, year 3	5.1	3.7	1.3
as of June 30, year 4	6.9	4.5	2.3 *
Sample size	2,001	474	
Teens not enrolled in school at random assignment			
Ever completed GED			
as of June 30, year 1	2.1	0.7	1.4 *
as of June 30, year 2	5.6	2.5	3.2 **
as of June 30, year 3	8.9	5.7	3.2 **
as of June 30, year 4	10.6	8.1	2.5
Sample size	1,470	380	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2," "June 30, year 3," and "June 30, year 4," the second, third and fourth June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE C.6

LEAP's FOUR-YEAR IMPACTS ON GED COMPLETION FOR TEENS IN ALL SEVEN COUNTIES, BY SCHOOL ENROLLMENT SUBGROUP

Sample and Its Status 4 Years After Random Assignment	Program Group (%)	Control Group (%)	Difference
All teens			
Ever completed GED			
as of June 30, year 1	1.5	1.4	0.2
as of June 30, year 2	4.7	2.7	2.1 ***
as of June 30, year 3	7.3	5.0	2.3 ***
as of June 30, year 4	9.3	6.6	2.7 ***
Sample size	4,023	982	
Teens enrolled in school at random assignment			
Ever completed GED			
as of June 30, year 1	1.0	2.0	-1.0 **
as of June 30, year 2	3.3	2.8	0.5
as of June 30, year 3	5.3	4.4	1.0
as of June 30, year 4	7.3	5.2	2.1 *
Sample size	2,319	549	
Teens not enrolled in school at random assignment			
Ever completed GED			
as of June 30, year 1	2.3	0.6	1.7 **
as of June 30, year 2	6.7	2.5	4.2 ***
as of June 30, year 3	9.9	5.8	4.1 ***
as of June 30, year 4	12.0	8.3	3.6 **
Sample size	1,704	433	

SOURCES: MDRC calculations using data from Teen Parent Information Sheets and automated GED testing data from the Ohio Department of Education.

NOTES: "June 30, year 1" denotes the first June 30th after random assignment; "June 30, year 2," "June 30 year 3," and "June 30, year 4," the second, third and fourth June 30ths after random assignment, respectively.

"Completed GED" refers to passing the GED test.

Differences, as well as program and control group means, are regression-adjusted to correct for slight differences between program and control groups in baseline characteristics.

Rounding may cause slight discrepancies in calculating differences.

A two-tailed t-test was applied to differences between program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent; * = 10 percent.

TABLE C.7

SCHOOL STATUS AT THE TIME OF THE LEAP THREE-YEAR SURVEY FOR TEENS IN THE SURVEY SAMPLE, BY AGE AND GRADE COMPLETED AT RANDOM ASSIGNMENT

Age and Grade Completed at Random Assignment	Percentage Distribution of School Status at the Time of the Survey						
	Completed High School	Completed GED	Currently Enrolled in High School or GED Program	Completed High School, GED, or Currently Enrolled	Not Enrolled, Completed 11th Grade	Not Enrolled, Completed 10th Grade	Not Enrolled, Completed 9th Grade or Less
Age 16 or younger at random assignment and had completed:							
Grade 8 or less (N=131)	1.5	3.8	42.0	47.3	1.5	14.5	36.6
Grade 9 (N=95)	17.9	5.3	30.5	53.7	9.5	20.0	16.8
Grade 10 or more (N=60)	40.0	16.7	10.0	66.7	20.0	13.3	n/a
Age 17 or younger at random assignment and had completed:							
Grade 9 or less (N=86)	3.5	8.1	12.8	24.4	9.3	18.6	47.7
Grade 10 (N=82)	28.1	11.0	14.6	53.7	12.2	34.2	n/a
Grade 11 (N=68)	64.7	7.4	4.4	76.5	23.5	n/a	n/a
Age 18 or younger at random assignment and had completed:							
Grade 9 or less (N=80)	3.8	15.0	5.0	23.8	5.0	18.8	52.5
Grade 10 (N=80)	15.0	12.5	10.0	37.5	23.8	38.8	n/a
Grade 11 (N=131)	48.1	10.7	9.2	67.9	32.1	n/a	n/a
Age 19 or younger at random assignment and had completed:							
Grade 9 or less (N=18)	0.0	11.1	0.0	11.1	0.0	11.1	77.8
Grade 10 (N=39)	7.7	15.4	10.3	33.3	10.3	56.4	n/a
Grade 11 (N=43)	41.9	9.3	4.7	55.8	44.2	n/a	n/a
Sample size (total = 913)							

SOURCES: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: This table includes teens in both the program and control groups.
Distributions may not add to 100.0 percent because of rounding.
N/a means that the item is not applicable.

APPENDIX D

SUPPLEMENTAL TABLE TO CHAPTER 5

TABLE D.1

LEAP's THREE-YEAR IMPACTS ON ATTITUDINAL MEASURES FOR THE SURVEY SAMPLE

Outcome	Program Group (%)	Control Group (%)	Difference
Currently "satisfied" or "very satisfied" with overall standard of living	67.5	62.7	4.7
Currently unhappy, sad, or depressed "very often" or "fairly often"	35.8	37.3	-1.5
Currently "satisfied" or "very satisfied" with life as a whole	69.8	65.9	3.9
Feel that a college degree is "likely" or "very likely" within 5 years	66.1	64.4	1.7
and are enrolled in school, or have a high school diploma or GED	39.6	38.4	1.2
and are not enrolled in school, and do not have a high school diploma	26.5	26.0	0.5
Feel that leaving welfare is "likely" or "very likely" within 5 years	93.5	93.2	0.3
and are enrolled in school, have a high school diploma or GED, or are employed	56.3	51.3	5.0
and are not enrolled in school, do not have a high school diploma, and are not employed	37.1	41.8	-4.7
Feel that a well-paying job is "likely" or "very likely" within 5 years	93.6	94.1	-0.5
and are enrolled in school, have a high school diploma or GED, or are employed	55.5	51.7	3.8
and are not enrolled in school, do not have a high school diploma, and are not employed	38.1	42.4	-4.3
Feel that life as a whole will be "much better" or "a little better" 5 years from now	97.6	98.3	-0.7
and are enrolled in school, have a high school diploma or GED, or are employed	57.5	53.0	4.5
and are not enrolled in school, do not have a high school diploma, and are not employed	40.1	45.3	-5.2 *
Sample size	446	467	

SOURCE: MDRC calculations using data from Teen Parent Information Sheets and the LEAP three-year survey.

NOTES: Estimates of the program-control group differences are regression-adjusted using ordinary least squares, controlling for pre-random assignment background characteristics of sample members.
Rounding may cause slight discrepancies in calculating differences.
A two-tailed t-test was applied to the difference between the program and control groups. Statistical significance levels are indicated as *** = 1 percent; ** = 5 percent, and * = 10 percent.

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A demonstration aimed at reducing child poverty by increasing the job-holding, earnings, and child support payments of unemployed, noncustodial parents (usually fathers) of children receiving public assistance.

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